**Brown University**

**Center for Language Studies**

**SIGN 0200 American Sign Language II**

**Spring Semester 2014**

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**Days:** Monday – Friday **Office Location:** Room 204, 195 Angell Street

**Time:** 9:00 AM – 9:50 AM **Office Days/Hours:** By appointment only

**Classroom:** J. Walter Wilson 502

**Teaching Assistants: E-mail:**

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**Required Textbooks and Materials:**

Smith, C., Mikos, K., & Mae Lentz, E. (2008). *Signing naturally: student workbook, units 1-6.* San Diego,

CA: DawnSign Press. ISBN: 9781581212105

Smith, C., Mikos, K., & Mae Lentz, E. (2008). *Signing naturally: student workbook, units 7-12.* San Diego, CA: DawnSign Press. ISBN: 9781581212150

Holcomb, T., & Mindess, A. (2008). *A Sign of Respect: Strategies for Effective Deaf/Hearing Interactions*. Pleasant Hill, CA: Treehouse Video LLC. ISBN: 1-932501-52-5

Holcomb, T. (2013). *Introduction to American Deaf Culture*. New York, NY: Oxford University Press. ISBN: 9780199777549

Access to a computer with a webcam or a video recording device with the ability to produce high quality videos & transfer video files.

**Course Description:**

Introduces basic ASL conversation. Features core vocabulary, common signing phrases, non-manual components (facial expression, body postures), signing space, fingerspelling, numbers, loan signs, cultural protocols, rules of ASL grammar and structure. Deaf cultural behavior is introduced in the classroom and through readings, videotapes, and Deaf community events.

This is the second half of a year-long course. Students must have taken SIGN 0100 to receive credit for this course. If SIGN 0100 was taken for credit then this course must be taken for credit; if taken as an audit, this course must also be taken as an audit. Exceptions to this policy must be approved by both the academic department and the Committee on Academic Standing.

*Enrollment is limited to 18. Written permission is required.*

**Course Outline:**

Introduction to American Deaf Culture (Continued from SIGN0100)

Unit 6: Storytelling (Continued from SIGN0100)

Unit 7: Giving Directions

Unit 8: Describing Others

Unit 9: Making Requests

Unit 10: Talking About Family and Occupations

Unit 11: Attributing Qualities to Others

Unit 12: Talking About Routines

**Course Learning Outcomes and Objectives:**

American Sign Language first and foremost goal of language teaching is to bring a person unable to communicate in ASL to a basic level of communicative competency. The curriculum and the lessons are designed to help the class and the program meet the five areas of Communication, Cultures, Connections, Comparisons and Communities outlined by the American Council on the Teaching of Foreign Languages (ACTFL).

Upon completion of the course, ASL students will be able to:

1. *Communication*: Exchange information in ASL using short dialogues about everyday life such as giving general and specific directions, describing others, making requests, talking about family and occupations, attributing qualities to others, and talking about routines with other students, the instructor, and through video recording activities.
2. *Communication*: Develop skills in using facial expressions, gestures and specialized handshapes (classifiers) for communication and descriptive purposes.
3. *Communication*: Maintain a conversation in ASL with native signers using both culturally appropriate content and interpersonal skills, and comprehend basic conversational questions and short discourses.
4. *Communication:* Develop understanding and use of ASL grammatical principles including (a) Use of space for referents, (b) Directionality for verb signs, (c) Modification of signs for degree, and (d) Communicating about more than one (plurals).
5. *Communication*: Develop skills in organizing and delivering narratives in ASL including (a) Using the appropriate introduction, body, and conclusion, (b) Grammatical markers for transitions, (c) Role-shifting between two or more characters, and (d) Use of space.
6. *Communication*:
7. *Cultural* and *Connections*: Discuss the view that Deaf people are a cultural-linguistic minority group.
8. *Comparative*: Explore Deaf art and how it expresses the Deaf experience.
9. *Comparative*: Discuss the rules of social interaction in Deaf culture and compare them with other cultural norms.
10. *Comparative*: Understand the Deaf community’s participation in society, and dispel misrepresentations and stereotypes about them.
11. *Comparative*: Examine the historical collision between culture and disability in the Deaf community, including ethical conflicts with the medical model.
12. *Comparative*: Discuss the intersections which occur within the Deaf community, the universality of the Deaf experience, and the visions of the future.

13) *Community*: Locate and attend Deaf events to continue to develop ASL and Deaf behavioral norms outside of the classroom.

**Teaching Procedures:**

The curriculum parallels what we know about language development and second language learning. We focus on introducing language in context and reinforcing what is learned by engaging you into various interactive activities. A conversational curriculum requires you to be an active learner. You need to come prepared to sign with me and other classmates. Our classes are conducted in ASL from the very first day. You are immersed in the language to maximize your language learning. The teacher will use gestures, signs, drawings and act out situations to get the point across and your job is to keep trying. This may sound daunting at first, but trust me, it works!

**ASL Immersion and No Talking Policy:**

The curriculum and workbook are designed with the assumption that you use English as your first language. ASL will be used exclusively in the classroom for two reasons. First, it is culturally inappropriate to use voice in an ASL environment, or to not sign in the presence of any Deaf person. Speaking eliminates the Deaf person, whether intentionally or not, from the communication around them. In the classroom, it is critical that the instructor, Deaf or hearing, maintain a culturally appropriate environment so that you can develop the habit of signing in Deaf-hearing situations. Secondly, you can only become fluent by constantly using ASL. The more you rely on English to understand ASL, the longer you will remain in the limbo of being unable to communicate in ASL. You can’t learn a language by speaking or listening to another language. No language is a direct translation of another, and concept formation is enhanced by full immersion. Students will not learn ASL until they actually commit to using it as a living language. The classroom will become a microcosm of the living world where all meaning is negotiated in ASL.

Since ASL does not yet have its own standardized writing system, written English is used to give instructions, and explain some signs in the student workbook. However, whenever possible I will use pictures and other ways to minimize the use of English in the classroom.

**Sign Variations:**

Just like in any language, you may encounter different accents and signing styles. As a learner of ASL, you will need to accept and adapt to the fact that what you learn in my class may not always be exactly what you will see in the Deaf community. Some ASL instructors may have different signs for the same meanings because of their background and where they were raised. It is important that you are aware of and respect the differences.

My approach to ensuring that you have a strong foundation in ASL is to select commonly understood and used signs, including sometimes introducing two variations if they are equally used and understood. Whenever possible, I will introduce local signs if they are different from the curriculum and workbook to show respect to local Deaf ASL users. However, as you may learn as you continue to take ASL classes, some of the sign variations you will see in the community are the result of attempts in the past and to this day to Anglicize ASL—in other words adding strong English influence in ASL, often completely changing the grammar and vocabulary to make it more similar to the English language. I will not be teaching this contact language in this course even though you may encounter this in the community.

**Attendance and Participation Policy:**

Since learning a language requires interacting with native users and practicing with others on a regular basis, American Sign Language students will need to attend and participate in all classes to be successful. Attendance will be tracked during each class and students who have excessive absences will see their grade suffer.

**Any more than 3 unexcused absences will result in a drop of your letter grade.** There are no exceptions to this policy. Each time a student is tardy or leaves early during class, it will count as ½ of an absence. It is your responsibility to report your presence to the professor if you miss roll call.

**Make Up Exams:**

If you miss class on the day of the exam, it will be considered unexcused unless there is an extenuating circumstance. I will ask for supporting documentation before a make up exam is scheduled.

**Expectations:**

Students should expect to attend about four hours of lecture, a conversation hour with the teaching assistants once a week, and on average to spend at least six hours outside of the classroom on homework assignments, social hour, study groups, and other ASL related activities to perform well in this class. Based on past experience, there is a strong relationship between a student’s attendance, participation, effort on homework assignments, and getting a good grade on the exams.

**Grading:**

Your final grade will be based on the following:

Journal #1 1%

Journal #2 1%

Journal #3 1%

Journal #4 1%

Journal #5 1%

Reflective Paper 5%

Deaf Event #1 Typed Report 5%

Deaf Event #2 Typed Report 5%

Deaf Event #3 Typed Report 5%

Unit 7 & 8 Comprehension Exam 10%

Expressive Video Project #1 10%

Unit 9 & 10 Comprehension Exam 10%

Expressive Video Project #2 10%

Unit 11 & 12 Comprehension Exam 10%

Expressive Video Project #3 10%

Final Video Project: Childhood Story 15%

Letter grades will be awarded based on the following scale:

|  |  |
| --- | --- |
| Letter Grade | Percentage Point |
| A | 90-100% |
| B | 80-89% |
| C | 70-79% |
| NC | Below 69 |
|  |  |
| S\* | 70 & above |
| NC\* | 69 & below |

*\*Students who are taking the course for unsatisfactory/satisfactory credit are required to take all exams. If a student misses an exam then an NC (no credit) grade will be given regardless of the student’s overall average.*

*Participation –* Students will be expected to attend and participate in all of the classes to be able to benefit the most out of the learning experience. During the class, students will be asked to participate in group activities, stand in front of class to produce signs, and show active listening during lectures.

*Homework Assignments –* During each class, students will be assigned homework related to the lessons that will be covered during the next class. These assignments will not be graded, but it’s in your best interest to complete them before attending class as you may struggle to keep up with the rest of the class.

*Conversation Hour –* Students will be expected to attend and participate in all of the conversation hours led by the teaching assistants on Fridays. The attendance and participation policy will also apply to the conversation hours.

*ASL Social Hours, Movie Nights, and Brown University ASL Events –* Students will be expected to attend at least five (5) ASL social hours, coffee chats, movie nights, guest speakers, and other Brown University ASL events during the semester. An attendance verification sheet will need to be signed by a teaching assistant.

*Journals* – There will be a total of five journals to submit online based on the assigned chapters in the Introduction to American Deaf Culture textbook. Journal topics will include the following:

1. Deaf Art and Rules of Social Interaction
2. The Vibrant Deaf Community
3. The Collision Between Culture and Disability
4. Diversity in the Deaf Community and The Universality of the Deaf Experience
5. The Future of the Deaf Community

Each journal the student submits will be in response to assignment questions provided by the instructor to demonstrate you have completed the reading with critical thinking skills. In addition, students may share their reflections about the following:

1. Reflecting on new information you have learned from class;
2. Explaining information related to ASL and Deaf culture you have learned from outside of class;
3. Describing your insights regarding sign language and Deaf issues; and/or
4. Submit questions to the instructor relating to ASL and Deaf culture.

The journal will be evaluated based on:

Excellent (A): demonstrated reading was completed with critical thinking skills.

Good (B): demonstrated to some extent reading was completed with some critical thinking skills.

Fair (C): demonstrated minimal effort or submitted late.

**Important Note:** You must quote and cite with page numbers any information you discuss in your journal. Likewise, if you want to share about something you read in the news, you must provide the proper citation, including any URLs/links if they are available online.

*Reflective Paper* –The essay should be no longer than 6 pages double spaced reflecting on how your view of deafness has changed as a result of your experience learning American Sign Language and Deaf culture, and how it compares to your experience with other languages, cultures, and values. You may include topics which were covered in class, in the journals, attending Deaf events, etc., and how they relate to your own family and community. You will be expected to include and cite references from your readings to reinforce your insights, reflections, and observations. This paper will be submitted online.

*Deaf Event Typed Report—*Students will be required to attend at least three Deaf events during the semester and type a 2 page double spaced report for each event. Students should use Assignment #8 located in Unit V of *A Sign of Respect* as a guide for what to include in the report. The assignment details and guidelines will also be provided by the instructor.

Service learning may be arranged with the approval of the instructor and can be used to satisfy the requirement for up to two Deaf events. At least 2.5 hours of service learning is required to satisfy each Deaf event requirement.

Only one movie night can be used to meet the Deaf events requirement. However, interaction with Deaf people is expected at all Deaf events and service learning. Please make an effort to interact with Deaf people before and after the film.

*Comprehension Examinations –* There will be three comprehension exams: Unit 7 & 8, Unit 9 & 10, and Unit 11 & 12.

*Production Examinations–* There will be four expressive video productions required this semester. The first video production will be a narrative of either a Halloween memory or a glamorous event involving decorations and elaborate costumes or clothing. The second video production will be a personal biography explaining about one’s family and occupations. The third video production will be a narrative involving two characters with opposite traits. The final video production will be a childhood story using the guidelines found in Unit 6. Students will be expected to produce each narrative by video recording themselves and submitting online. If a student needs access to a digital camcorder, they should contact the instructor to arrange filming and bring a USB with sufficient memory to transfer the files.

**Important Dates:**

|  |  |
| --- | --- |
| Journal #1 | February 10, 2014 |
| Journal #2 | February 24, 2014 |
| Unit 7 & 8 Comprehension Exam | March 3, 2014 |
| Deaf Event #1 Typed Report | March 5, 2014 |
| Expressive Video Project #1 | March 7, 2014 |
| Journal #3 | March 10, 2014 |
| Journal #4 | March 31, 2014 |
| Unit 9 & 10 Comprehension Exam | April 7, 2014 |
| Deaf Event #2 Typed Report | April 9, 2014 |
| Expressive Video Project #2 | April 11, 2014 |
| Journal #5 | April 14, 2014 |
| Unit 11 & 12 Comprehension Exam | May 1, 2014 |
| Deaf Event #3 Typed Report | May 1, 2014 |
| Expressive Video Project #3 | May 2, 2014 |
| “Childhood Story” Expressive Video Project | May 12, 2014 |
| Reflective Paper | May 12, 2014 |

**Tentative Schedule**

**Week 1**

Jan. 22 Introduction & Overview of the Course

Review Syllabus

Ice Breaker

Jan. 23 Warm Up Activity: Questionnaire

Jan. 24 Meet & Greet with Teaching Assistants

Conversation Hour

**Week 2**

Jan. 27 Unit 7: Giving Directions

Jan. 28 Unit 7: Giving Directions

Jan. 29 Fingerspelling, Numbers & Non-Manual Signals

Jan. 30 Unit 7: Giving Directions

Jan. 31 Dialogue Practice/Conversation Hour with TAs

**Week 3**

Feb. 3 Unit 7: Giving Directions

Feb. 4 Unit 7: Giving Directions

Feb. 5 Fingerspelling, Numbers & Non-Manual Signals

Feb. 6 Unit 7: Giving Directions

Feb. 7 Dialogue Practice/Conversation Hour with TAs

**Week 4**

Feb. 10 Unit 8: Describing Others

**Due: Journal #1**

Feb. 11 Unit 8: Describing Others

Feb. 12 Fingerspelling, Numbers & Non-Manual Signals

Feb. 13 Unit 8: Describing Others

Feb. 14 Dialogue Practice/Conversation Hour with the TAs

**Week 5**

Feb. 17 Long Weekend: No Classes

Feb. 18 Long Weekend: No Classes

Feb. 19 Fingerspelling, Numbers & Non-Manual Signals

Feb. 20 Unit 8: Describing Others

Feb. 21 Dialogue Practice/Conversation Hour with the TAs

**Week 6**

Feb. 24 Unit 8: Describing Others

**Due: Journal #2**

Feb. 25 Unit 8: Describing Others

Feb. 26 Fingerspelling, Numbers & Non-Manual Signals

Feb. 27 Unit 8: Describing Others

Feb. 28 Dialogue Practice/Conversation Hour with the TAs

**Week 7**

March 3 **Unit 7 & 8 Comprehension Exam**

March 4 Unit 9: Making Requests

March 5 Fingerspelling, Numbers & Non-Manual Signals

**Due: Deaf Event #1 Typed Report**

March 6 Unit 9: Making Requests

March 7 Dialogue Practice/Conversation Hour with the TAs

**Due: Expressive Video Project #1**

**Week 8**

March 10 Unit 9: Making Requests

**Due: Journal #3**

March 11 Unit 9: Making Requests

March 12 Fingerspelling, Numbers & Non-Manual Signals

March 13 Unit 9: Making Requests

March 14 Dialogue Practice/Conversation Hour with the TAs

**Week 9**

March 17 Unit 10: Talking About Family and Occupations

March 18 Unit 10: Talking About Family and Occupations

March 19 Fingerspelling, Numbers & Non-Manual Signals

March 20 Unit 10: Talking About Family and Occupations

March 21 Dialogue Practice/Conversation Hour with the TAs

**Week 10**

March 24-28 Spring Recess: No Classes

**Week 11**

March 31 Unit 10: Talking About Family and Occupations

**Due: Journal #4**

April 1 Unit 10: Talking About Family and Occupations

April 2 Fingerspelling, Numbers & Non-Manual Signals

April 3 Unit 10: Talking About Family and Occupations

April 4 Dialogue Practice/Conversation hour with the TAs

**Week 12**

April 7 Unit 9 & 10 Comprehension Exam

April 8 Unit 11: Attributing Qualities to Others

April 9 Fingerspelling, Numbers & Non-Manual Signals

April 10 Unit 11: Attributing Qualities to Others

April 11 Dialogue Practice/Conversation Hour with the TAs

**Due: Deaf Event #2 Typed Report & Expressive Video Project #2**

**Week 13**

April 14 Unit 11: Attributing Qualities to Others

**Due: Journal #5**

April 15 Unit 11: Attributing Qualities to Others

April 16 Fingerspelling, Numbers & Non-Manual Signals

April 17 Unit 11: Attributing Qualities to Others

April 18 Unit 11: Attributing Qualities to Others

**Week 14**

April 21 Unit 12: Talking About Routines

April 22 Unit 12: Talking About Routines

April 23 Fingerspelling, Numbers & Non-Manual Signals

April 24 Unit 12: Talking About Routines

April 25 Dialogue Practice/Conversation Hour with TAs

**Week 15**

April 28 Unit 12: Talking About Routines

April 29 Unit 12: Talking About Routines

April 30 Fingerspelling, Numbers & Non-Manual Signals

May 1 Unit 11 & 12 Comprehension Exam

**Due: Deaf Event #3 Typed Report**

May 2 Unit 6: Childhood Story

**Due: Expressive Video Project #3**

**Week 16**

May 5 Unit 6: Childhood Story

May 6 Unit 6: Childhood Story

**Final Week**

May 12 **Due: Reflective Paper & Childhood Story Video Project**